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ABSTRACT

A gifted student faces daily problems that are two-fold in nature: (1) internal--those that are posed by an often critical understanding of self, and (2) external--those that are posed by daily interpersonal relationships with family, friends, and others. This curriculum offers an approach to these two essential areas of need: "You" focuses on the uniqueness of individuals, self-acceptance, and a constructive approach to experiencing and expressing a wide range of feelings; and "You and Others" focuses on the gifted students' communication and social skills to ensure positive and effective interpersonal relationships. The curriculum is organized into two levels. For each level, the "You" section has objectives in the areas of uniqueness, feelings, and goals; and the "You and Others" section has objectives in the areas of communication, interpersonal relations, and stress management. Learning activities are suggested, and some worksheets are included. (JDD)

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FEELING GOOD - AND GIFTED, TOO!

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FOREWORD

Many educators intuitively recognize that a student's academic success is directly correlated with his or her feelings of self-worth and confidence to apply acquired knowledge. Indeed, the research literature is filled with reports indicating that cognitive learning increases when self concept increases. As a result, researchers are overwhelming in their support of the inclusion of an affective (self concept, social adjustment) component in K-12 instruction. (Dabrowski, 1972; Kohlberg, 1975.)

Traditionally, the social and emotional needs of gifted students have not been addressed due to the common assumption that cognitive or creative superiority naturally includes a positive self-image. Indeed, the research clearly indicates that gifted students present a unique set of affective needs. (Marlund, 1972.)

The intricate thought processes these students possess are mirrored by the intricacy of their emotional development. Idealism, self-doubt, perceptiveness, heightened sensitivity, desperate needs for understanding, acceptance and love all impinge simultaneously. Gifted students' vast ranges of emotionality often present unpredictable personalities to teachers, family, and friends. Such emotions range from mature to immature, arrogant to compassionate, and aggressive to timid. Often, semblances of composure and self-assurance mask deep feelings of insecurity.

A gifted student faces daily problems that are essentially two-fold in nature: (1) Internal; those that are posed by an often critical understanding of self; and (2) External; those that are posed by daily interpersonal relationships with family, friends, and others.

This unit offers a basic approach to these two essential areas of need.

1. <u>You</u> focuses on the uniqueness of individuals, self acceptance, and a constructive approach to experiencing and expressing a wide range of feelings.

2. <u>You and Others</u> focuses on the gifted students' communication and social skills to insure positive and effective interpersonal relationships.

Each of these two units contains three essential objectives addressed by the classroom curriculum and includes supplemental tasks and activities for reinforcement. This curriculum provides a foundation of personal and social skills in order that students may gain the most from their academic environment. Teachers serve as facilitators in the learning process. Unlike many disciplines within academia, this subject matter often has no absolutes. Indeed, facilitators must believe in the value of internal conflict to insure personal growth. We must also believe in our students' inherent abilities to cope adequately given the time, encouragement and a safe non-judgemental environment to do so.

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Mr. Stephen Gocke, Director of Pupil Personnel

and the many contributing authors of the most current research advocating the values of affective education in progressive academic curricula.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level I

YOU

OBJECTIVE 1

Gifted students will recognize and value their own uniqueness and accept and respect differences in others

---

1. Literature: You Look Ridiculous by Bernhard Waber. Teacher reads and discusses with students.

2. Show Charlie Brown filmstrip entitled We All Have Dignity. Discuss.

3. Ask students to complete drawings about themselves on the Good Apple posters.

4. Body Collage. Children take turns laying on butcher paper and trace each other's bodies. They then cut out these body images. Children collect from magazines pictures of things they like to study or think about and paste these on their paper heads. They then look for pictures of things that they feel strongly about and paste these on their hearts. Pictures of things they like to do can be pasted on their hands. Similarly, pictures of sports or activities they like to participate in can be pasted to their legs. Favorite foods might be pasted in their stomachs. These body pictures can be shared and displayed around the room to emphasize individuality.

Supplemental Activities

1. Show Charlie Brown filmstrip entitled You're Something Special. Discuss.

2. Use activities and songs on record entitled No More Feeling Wierd.

3. Know Your Name Activity: Have children write their names vertically on a piece of construction paper. Have children write descriptive words about themselves that begin with each letter of their names.

4. Fingerprint art. Discuss how each of our fingerprints is unique. Let children use stamp pads to make their fingerprints on paper. They can create pictures from these fingerprints.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level I

YOU

OBJECTIVE 2

Gifted students will explore and express their unique set of feelings.

---

1. Literature: Read book Feelings to class. Ask children to list the words that describe feelings that they heard in the story.

2. Balloon exercise (See page 67 in Feeling Good About Me)

3. Make a mobile about feelings (See page 28 in Dealing With Feelings)

4. Instruct children to write a creative story using one of the story starters found in Writing About Emotions.

Supplemental Activities

1. Use an age appropriate activity found in Feeling Good About Me.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level I

YOU

OBJECTIVE 3

Gifted students will learn to establish realistic goals for self improvement and acceptance.

---

1. Have children complete Wishing activity. (See page 177 in 100 Ways).

2. Choose an age-appropriate activity from Creative Encounters With Creative People.

3. Letter to Myself. Have students write a letter to themselves that addresses their strengths and weaknesses. Example:

   Dear Mike:

   I love you!
   You really made some important gains over the last few months.
   You've started to... You've learned...
   I really liked how you... even though I didn't especially like your...
   I am concerned about your...
   I wonder if you...
   I appreciate you for your...
   By the way, what kind of progress are you making on your...? I hope you...

   Love,
   Me

   Outcome: The teacher collects these letters and mails them back to the students a few months later. The letter, thereby, serves as a follow-up device and facilitates growth.
   Allow 30 minutes maximum for activity.

4. Goal Setting. Students will write one realistic short-term goal for self-improvement that can be shared with everyone on a 3x5 card. Students will plan a step by step strategy for achieving their goal. Each student's progress toward his or her goal can be posted on a bulletin board. A follow up party can be planned as a reward for goal accomplishment.

Supplemental Activities

1. Use an age-appropriate activity from Exploring the Lives of Gifted People in the Sciences or Exploring the Lives of Gifted People in the Arts.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level I

YOU AND OTHERS

OBJECTIVE 1

Gifted students will identify and constructively use interpersonal communication skills.

---

1. Ask students "What is communication?" Then have them name as many kinds of communication they can think of for both sending and receiving messages; write them on the board. In your discussion, be sure to include non-verbal communication. Stress that listening is the most important communication skill, as everyone can talk, but everyone cannot listen effectively. Examples: Talking, telling a joke, hugging, smiling, frowning, giving directions, asking questions, and telling a story.

   Demonstrate the various types of communication through role play. Introduce role play with the following exercises. Explain that actors in role play face the audience, speak clearly, and avoid interrupting fellow actors.

   Gibberish: Teacher explains the meaning of gibberish and gives a demonstration role play. Have students speak in gibberish with various intonations to communicate feelings. Write feelings on cards and have students choose a card to initiate the role play. The class observes and identifies the feeling being expressed in the role play.

   Improvisation: Groups of children are given vignettes and are assigned roles. Students create their own dialogue and improvise throughout the scene. Allow students 3-5 minutes to formulate their role play. Encourage students to use a lot of dialogue and imagination to extend the scene. Some examples of possible vignettes include: Children eating at a fancy restaurant discover a worm in their soup. How does each actor handle the situation? Salesman attempts to satisfy obnoxious customer in a shoe store. Two strangers meet a a bus stop, and through conversation realize they knew each other previously.

   Communication Role Plays:

   1. Welcoming a new student in class
   2. Talking with a shy person
   3. Having a disagreement with your best friend
   4. Making up after an argument with your brother and sister
   5. Sharing sad feelings with a friend, e.g. pet dies

2. Children collect pictures from magazines of people expressing emotions. Children observe the body language of the people in these pictures. Choosing one of these emotions, children divide in groups of two and move their partner into a statue like position representing an emotion.

3. Telephone game - Divide the class into two groups and give each group a different set of contrived facts. Example: Mrs. Jones was seen at the movies last night wearing polka dot shorts and a green wig... Have the students pass this information within their group by whispering in the ear of the person sitting next to them. The group with the most accurate story at the end of this activity is judged the winner.

4. Cooperative Picture - Divide students into pairs and ask them to sit opposite each other. Place a large piece of drawing paper between them. Using pencils, crayons, or markers have each student draw an object on their side of the paper. Direct them to complete the piece of art by blending the two objects into a picture with a common theme. Verbal communication is allowed between the artists to coordinate their efforts.

Supplemental Activities

1. Use age-appropriate activities from Sharing and/or Communicating (Good Apple Series).

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level I

YOU AND OTHERS

OBJECTIVE 2

Gifted students will recognize the cause and effect of self expression in interpersonal relationships such as teasing, jealousy, hostility, and compassion.

1. Show Argus filmstrip entitled I Am Loveable and Capable. Discuss.

2. Read an Encyclopedia Brown detective story to students. Ask students to listen for clues in the story that might help solve the mystery. Focus on listening for content. Read "The Great and Little Fishes" from Feeling Good About Me page 158. Read and discuss the follow-up questions on page 159. Focus on listening for feelings.

3. Define "cold-prickly" and "warm-fuzzy" statements. "Cold-pricklies" are comments from others that make you feel unhappy inside. "Warm-fuzzies" are comments from others that make you feel happy inside. List a few examples of each type of statement on the board. Divide into groups of three. Ask one students to be the recorder. Send students outside at recess or lunch to collect "cold-prickly" and "warm-fuzzy" statements.

4. Ask each group of three to select one of each type of statement that they collected and perform an extended role-play based upon that statement. Other students in the class observe the role-play and identify the statement and feelings associated with that situation.

Supplemental Activities

1. Have students write book reports on any of the books that follow:

   A Tangled Web by Valencak (anxiety, belonging, friendship)
   Seven Feet Four and Growing by H. Alton Lee (peer relations, teasing)
   It's Too Late For Sorry by Hanlon (teasing, friendships with handicapped students)
   The Meat in the Sandwich by Alice Back (self-worth, belonging, and teasing)
   Hundred Dresses by Estes (peer relations, teasing)
   The Friendship Hedge by Gunilla Brodde Norris (peer relations, jealousy)
   The Good Morrow by Gunilla Brodde Norris (jealousy, friendships, and friendships with handicapped students)

Amos and Boris by Steig (friendships)
Shape Up, Burke by Richard Shaw (teasing, friendship)
What About Me? by Colby Rodowsky (friendships with handicapped students)
Summer of the Swans by Byers (friendships with handicapped students)
Three of a Kind by Louis Dickenson Rich (jealously, friendships, and friendships with handicapped students)

These books are all available at our local County Library on Ave. J.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level I

YOU AND OTHERS

OBJECTIVE 3

Gifted students will identify stressors in their own lives and recognize ways to cope with stress.

---

1. Introduction to Stress (See Key Activity pages - Introduction to Stress)

2. Discuss ways people deal with stress. List on the board negative and positive ways people deal with stress. For example, a negative way of coping might be running away from the problem. A positive way might be sharing feelings with a friend.

3. Introduce listening to music as one way to relax and reduce stress. Spread a large piece of butcher paper out on the floor and have students kneel on either side of it. Play many musical selections that will elicit a variety of feelings. Ask students to draw using crayons, expressing their feelings to the music through art.

4. Introduce imagery as a way to relax. Ask students to imagine a place which makes them feel good. Allow 1 - 2 minutes for students to close their eyes and visualize this place. Ask students how they felt during this exercise. Did this help them relax?

Supplemental Activities

1. Use any age-appropriate activities from Coping from the Good Apple Series.

2. Word Hunt (see Activity pages).

KEY ACTIVITY
GRADES K-4

OBJECTIVE 2

Students will be able to identify stressors in their own lives, and recognize ways of using social support to cope with stress.

NOTE TO THE TEACHER

Although there are many ways to cope with stress, the activities for this objective focus on helping students explore the use of social support for alleviating stress.

If you would like to do some additional reading about stress and stress management, an excellent resource is Controlling Stress and Tension: A Holistic Approach, by Daniel Girdano and George Everly (Englewood Cliffs, NJ: Prentice-Hall, 1979).

This activity can be done over one or two days' time.

■ Work with the class to define *stress*. — *Glossary, pp. 12-13.*

- □ What is stress?
- □ Can you think of a time you felt that way?
- □ How did you feel when you were in a stressful time like that?

■ Give each student a copy of the K-4 version of the Stress Scale; read the directions out loud and make sure each child understands them. — *K-4 Stress Scale, p. 72 (English), p. 78 (Spanish).*

Read each item of the Stress Scale out loud and have students circle the score for the item if it applies to them. *Note that:*

- □ Several items should be circled *only* if they occur with some frequency (more than twice):

  Trouble with friends or neighbors.
  Trouble with teacher or class subject.
  Family arguments.

- □ These items refer only to the child, not to anyone in her/his family, friends, etc.
- □ The time span for each item is the last year; ask children when a year ago began, to make sure they understand how long ago they have to think back.

Circulate among students to make sure they are marking correctly.

When it is time for them to add all their scores and put the total in the box, it may be easier to have them make a column on another piece of paper to add.

Note that students whose stress score is high may worry about this or feel ashamed of it. It is important to tell the class as a whole, and any individual students whom you observe to have high scores, that this is nothing to worry about, but rather a way for them to find out if they have a lot of stress so they can do something about it.

Use your judgment about asking students to put their names on the test and/or collecting them, since some of the information is personal. Also use your judgment as to the response of students' parents to this activity (only one negative response was received by pilot-test teachers). Check with your principal if necessary.

Glossary, p.12.

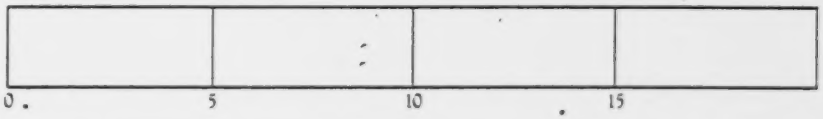
■ Give students the Support Network Scale, again reading aloud the directions and circulating among students to check their scoring. Review the definition of *social support* if necessary.

Support Network Scale, p. 76-77 (English), p. 82-83 (Spanish).

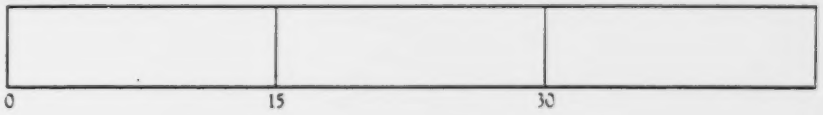
■ Make the point that the support network score should balance out the stress level score: if you have a lot of friends and support, they'll help you feel better even if you have a lot of stress.

■ Have each child create a graph to show their stress and support levels. Note that the scoring system is different for each scale. The graph should look something like this:

STRESS
LEVEL



SUPPORT
LEVEL



For younger students, make up a chart like the one above ahead of time for them to fill in.

Using their questionnaires, have each child fill in the appropriate number of bars on the graph for their scores.

We suggest having everyone use *red* for the stress score, and *green* for the social support score because of the feelings those colors can connote. Make sure they know to start filling in from left to right on the graph.

Discuss the graph:

Show different levels of stress and support, and ask how the person with high stress/low support feels compared to one who has equal scores, or high support/low stress, to check comprehension of the concept.

If your red column is long, you need a long green column.

If you have a short green column, what could you do? (Don't forget the support system they were born with: their family.)

What can we do to balance the problems we can't change?

GRADES K-4

STRESS SCALE™

This exercise will help you measure how much stress you have had *during the last year.* It will also show you how important other people can be in helping you deal with stress. New medical studies show that people who have close friends and family have less mental and physical illness than people who try to go it alone. Friends and family can be good medicine!

Circle each stress event that happened to you *within the last 12 months.* On the items that are starred (*), circle it only if it happened more than twice during the year. Then add the scores for each item you circled and put the total on the line.

PERSONAL

(6) Serious injury or illness
(6) Repeated worries or "the blues"
(4) Death of close friend
(2) Trouble with friends or neighbors*

EDUCATION

(4) Skipped a grade, stayed back a grade
(4) Changed schools
(2) Trouble with teacher or class subject*

Adapted from Mental Health: The Vision Award Handbook, by the Mental Health Association, Los Angeles County, 1982

FAMILY

(10)	Death of parent or immediate family member
(8)	Divorce of parents
(6)	Parents separate or get back together
(6)	New stepmother or stepfather
(4)	Serious illness or injury of family member
(4)	Birth or adoption of sister or brother
(4)	New stepbrother or stepsister
(4)	Family arguments*
(4)	Brother or sister leaves home
(4)	Relative moves into household
(4)	Moved to new house

STRESS TOTAL _____

IF YOUR STRESS LEVEL SCORE IS

Less than 10:	You have a low stress level. You have a few stressors with which to deal.
10-15:	You have a moderate (or medium) stress level. There has been a lot of change in your life.
16 or more:	You have a high stress-level and there have been major adjustments in your life. This type of stress is harmful, especially if it lasts a long time.

SUPPORT NETWORK SCALE

Circle one response for each item. Then add the scores next to each item you circled and put the total in the box.

1. How many persons do you talk to about a school problem?
   - (0) none
   - (3) one
   - (4) two or three
   - (5) four or more

2. How many friends do you trade favors with (loan pencils, share lunch, help with homework, etc.)?
   - (0) none
   - (1) one
   - (2) two or three
   - (3) four or more

3. Do you have a close friend or best friend?
   - (0) no
   - (2) several different friends
   - (6) one steady friend
   - (10) many friends, one best friend

Adapted from Mental Health: The Young Adult Handbook, by the Mental Health Association, Los Angeles County, 1982

4. How often do friends and close family members visit you at home?
   - (0) rarely
   - (1) about once a month
   - (4) several times a month
   - (8) once a week or more

5. How many friends or family members do you talk to about personal matters?
   - (0) none
   - (6) one or two
   - (8) three to five
   - (10) six or more

6. How often do you participate in a social, community or sports group?
   - (0) rarely
   - (1) about once a month
   - (2) several times a month
   - (4) once a week or more

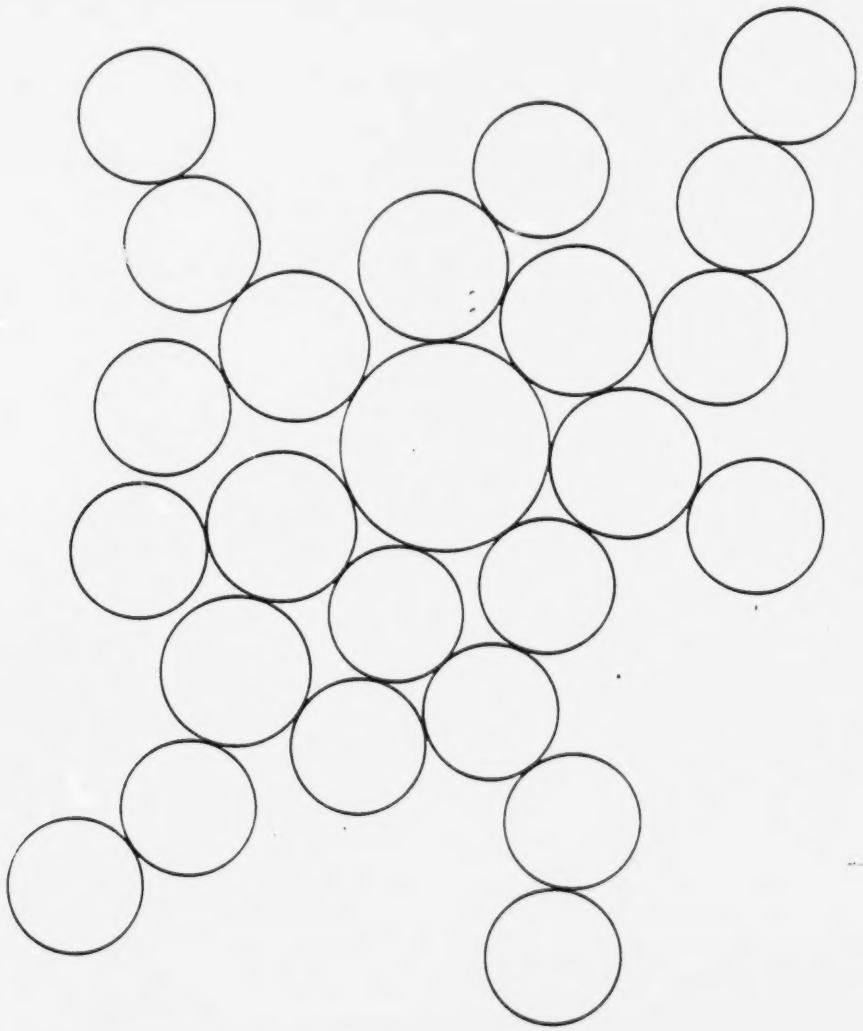
SUPPORT TOTAL _____

IF YOUR SUPPORT NETWORK SCORE IS

Less than 10:	Your support network has low strength and probably does not provide much support. You need to consider getting closer to people.
15-29:	Your support network has moderate strength and likely provides enough support except during periods of high stress.
30 or more:	Your support network has high strength and it will probably maintain your well-being even during periods of high stress.

WORKSHEET 1

MY SUPPORT GROUP



WORKSHEET 2

WORD HUNT*

B D A C H E M R Y D

B S N S T R E S S I

E M G G O O D P R N

D I R T R K I N D E

Y L Y E A C C L M A

P E P H F R I E N D

P O R Q L O N E L Y

A K F L O V E E L L

H E A L T H Y X N E

O A T E R S A D O N

LOVE
MEDICINE
FRIEND
GOOD
KIND
SMILE
HEALTHY
STRESS
HAPPY
LONELY
ANGRY

*Developed by Dorothy Papp, Bowers School, Santa Clara

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level II

YOU

OBJECTIVE 1

Gifted students will recognize and value their own uniqueness and accept and respect differences in others.

---

1. Show filmstrip How Do I See Myself? part one - Self Image (Sunburst) Discuss.

2. Personal Time Line (see page 27, 100 Ways to Enhance Self-Concept in the Classroom.)

3. Ask students to complete drawings about themselves on the Good Apple posters.

4. Body Collage. Children take turns lying on butcher paper and trace each other's bodies. They then cut out these body images. Children collect from magazines pictures of things they like to study or think about and paste these on their paper heads. They then look for pictures of things that they feel strongly about and paste these on their hearts. Pictures of things they like to do can be pasted on their hands. Similarly, pictures of sports or activities they like to participate in can be pasted to their legs. Favorite foods might be pasted in their stomachs. These body pictures can be shared and displayed around the room to emphasize individuality.

Supplemental Activities

1. House Floor Plan (See page 23, 100 Ways)

2. Getting To Know _____ Bulletin Board. (See page 82, 100 Ways)
(Student's Name)

3. Personal Coat of Arms (See page 51, 100 Ways)

4. Read The Animal School poem by Dr. George H. Reavis (See page 90, 100 Ways). Discuss.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level II

YOU

OBJECTIVE 2

Gifted students will explore and express their unique set of feelings.

---

1. Literature: Read book Feelings to class. Ask children to list the words that describe feelings that they heard in the story. This activity could be a contest with a prize given to the child who finds the most feeling words.

2. Make a fish diorama about feelings (See page 38, Dealing With Feelings.)

3. Instruct children to write a creative story using one of the story starters found in Writing About Emotions.

4. Divide children into groups 3-5. Pass out copies of feeling fables and/or thought catchers, a different story per group. Children read fables and/or thought catchers and review the follow-up questions. Have children re-enact stories as others observe and identify specific feelings.

Supplemental Activities

1. Use an age-appropriate activity from My Journal of Personal Growth.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level II

YOU

OBJECTIVE 3

Gifted students will learn to establish realistic goals for self improvement and acceptance.

---

1. I Want To Be activity (See page 179 in 100 Ways).

2. The Six O'Clock News (See page 192 in 100 Ways). Video-taping will enhance this exercise.

3. Letter to myself. Have students list 3 strengths and 3 weaknesses and a goal that will improve one of these weaknesses. Discuss realistic verses unrealistic goals. For example, a child's weight can be changed, but height cannot. Ask students to write a letter to themselves that addresses how they will apply their strengths and improve or accept their weaknesses to meet their goal.

   The teacher collects these letters and mails them back to the students a few months later. The letter, thereby, serves as a follow-up device and facilitates growth. Allow 30 minutes maximum for the activity.

4. Choose an age-appropriate activity from Exploring the Lives of Gifted People in the Sciences or Exploring the Lives of Gifted People in the Arts.

Supplemental Activities

1. Use any age-appropriate activity from My Choice and Decision book.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level II

YOU AND OTHERS

OBJECTIVE 1

Gifted students will identify and constructively use interpersonal communication skills.

---

1. Divide students into groups of three. One student is designated the speaker, one the listener, and one the observer. The speaker has one minute to present information on a topic; one good choice might be "the good things about myself". When the teacher calls time, the listener must repeat what was said. Then, the observer provides feedback to both the speaker and the listener about their communication skills. Did they maintain eye contact? Did the speaker communicate clearly? Did the listener hear what the speaker said so that he or she could repeat it? Do this two more times so that each member of the triad has the opportunity to try all three roles.

2. Select a student to play the role of teacher. Give him or her a simple academic concept to teach to the class. Secretively assign a specific disruptive behavior to a few members of the class. Allow lesson to progress for a few minutes. Ask other students to observe and note the behaviors that disrupt the communication during the lesson. Ask the student teacher to express the feelings he or she experienced while conducting the lesson.

3. Telephone game - Tape a one minute story that has many bizarre and humorous facts. Select five students to be communicators and ask all but one to wait outside the classroom. Play the tape for the first student, asking him or her to listen to all the facts. Bring one of the waiting students back inside the classroom. He or she must then repeat the story to this student. Ask the other members of the class to listen for the additions or deletions to the story. Repeat this process with all the students outside, comparing the last student's story to the original story that was recorded. Discuss the changes that take place in the story and the implications for effective communication at home and at school. (Rumors, exaggerations)

4. Cooperative Picture - Divide students into pairs and ask them to sit opposite each other. Place a large piece of drawing paper between them. Using pencils, crayons, or markers have each student draw an object on their side of the paper. Direct them to complete the piece of art by blending the two objects into a picture with a common theme. No verbal communication is allowed during this exercise. At the conclusion of the activity, ask students to discuss their feelings.

Supplemental Activities

1. See excerpt from Friends Can Be Good Medicine on I Messages. Discuss. Worksheet 10 is provided, if desired.

2. Use age-appropriate activities from My Relationship with Others.

3* Have students practice "I-messages."**

I-messages are a means of self-expression that enable you and your students to express feelings and confront inappropriate behavior without putting judgment on others. The opposite of an I-message is a "you-message." Put-downs are *always* you-messages; I-messages are never put-downs. A few examples may help:

You-message:
"You jerk! Look at what you did to my pants!"

I-message:
"John, I don't like it when you splash mud on my pants like that. Please be more careful!"

In the first example, John was put down rudely for splashing mud. In the second example, the speaker stated his feelings and expectations in strong terms but without putting John down.

I-MESSAGES	YOU-MESSAGES
1. State and "own" the speaker's feelings.	1. Hold another person responsible for the speaker's feelings.
2. Focus on behavior, not personal judgments.	2. Make personal judgments; put people down.
3. State specific, reasonable expectations.	3. Make demands in indirect, non-specific ways.

The purpose of an *I-message* is to communicate feelings and to make reasonable demands on behavior.

The purpose of a *you-message* is to shame or intimidate a person into doing what you want him/her to do and it *puts the person down.*

Beware of you-messages that "masquerade" as I-messages. For example:

"I feel that you are always underfoot."

This is a "disguised" put-down, a you-message because:

- No feelings are stated or owned (even though the speaker says "I feel"; he/she really means "I think").
- The phrase, "You are always underfoot" is a personal judgment, implying that the person is incapable of changing.
- No specific demand is made, although one is implied indirectly.

Sending I-messages is one of the basic communication skills that should be learned and practiced in conjunction with Active Listening. In teaching I-messages to your students, it may be helpful to use this little "formula":
"I feel _____ (name the feeling) when you _____ (describe the behavior of the other person)."

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*Reprinted by permission from Trina Jeanne Gibbs and Andre Allen, Center Source Publications, Berkeley, CA, 1978. Address inquiries to Center for Human Development, 1702 Mt. Diablo Blvd., Lafayette, CA 94549.

**This term was developed by Thomas Gordon, Parent Effectiveness Training, NY: Wyden Co., 1978.

WORKSHEET 10

COMMUNICATION OBSERVATION

1. Did the team members maintain eye contact? _____ Yes _____ No

2. Did each person encourage the other to talk about his or her feelings?

_____ Yes _____ No _____ Not appropriate in this instance (N/A)

3. Did each team member ask open-ended questions? _____ Yes _____ No _____ N/A

4. Did each team member clearly restate the other person's statement? _____ Yes _____ No _____ N/A

5. Did each team member appear to acknowledge the other person's feelings?

_____ Yes _____ No _____ N/A

6. Did each person reveal their feelings about the situation? _____ Yes _____ No _____ N/A

7. Did each person make appropriate "I" statements or did they blame the other person?

_____ One made "I" statements and the other blamed. _____ Both made "I" statements. _____ Both blamed

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level II

YOU AND OTHERS

OBJECTIVE 2

Gifted students will recognize the cause and effect of self expression in interpersonal relationships such as teasing, jealousy, hostility, and compassion.

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1. Show Argus filmstrip entitled Vulture. Discuss.

2. Divide students into groups of 4 or 5. Direct students to brainstorm killer statements in groups with a 5 minute time limit. Acknowledge the group that has listed the most statements. Make two columns on the board entitled "Killer statements I say to myself" and "Killer statements others say to me". Categorize killer statements.

3. Divide into groups of three. Ask one student to be the recorder. Send students outside at recess or lunch to collect killer statements.

4. Ask each group of three to select one of the killer statements and write an extended role-play based on that statement. The groups could then perform the role-play for the class as members of the class observe and identify the statement and feelings associated with that situation.

Supplemental Activities

1. Have students write book reports on any of the suggested books that follow:

   A Tangled Web by Valencak (anxiety, belonging, friendship)
   Seven Feet Four and Growing by H. Alton Lee (peer relations, teasing)
   It's Too Late For Sorry by Hanlon (teasing, friendships with handicapped students)
   The Meat in the Sandwich by Alice Back (self-worth, belonging, and teasing)
   Hundred Dresses by Estes (peer relations, teasing)
   The Friendship Hedge by Gunilla Brodde Norris (peer relations, jealousy)
   The Good Morrow by Gunilla Brodde Norris (jealousy, friendships, and friendships with handicapped students)

Amos and Boris by Steig (friendships)
Shape Up, Burke by Richard Shaw (teasing, friendship)
What About Me? by Colby Rodowsky (friendships with handicapped students)
Summer of the Swans by Byers (friendships with handicapped students)
Three of a Kind by Louis Dickenson Rich (jealously, friendships, and friendships with handicapped students)

These books are all available at our local County Library on Ave. J.

FEELING GOOD, AND GIFTED, TOO
Student Awareness
Level II

YOU AND OTHERS

OBJECTIVE 3

Gifted students will identify stressors in their own lives and recognize ways to cope with stress.

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1. Show filmstrip Friends: How They Help...How They Hurt by Sunburst. Discuss.

2. Introduction to Stress (See Key Activity pages in level I section--Introduction to Stress. Use stress scale for grades 5-12.)

3. Introduce listening to music as one way to relax and reduce stress. Spread a large piece of butcher paper out on the floor and have students kneel on either side of it. Play many musical selections that will elicit a variety of feelings. Ask students to draw using crayons, expressing their feelings to the music through art.

4. Introduce the concept of assertiveness. Assertiveness is standing up for your personal rights in a positive, non-aggressive manner. Teach students to resist the stress caused by peer pressure by learning to utilize the following three steps:

    1. Say No and Give No Excuses. Excuses simply provide information for others to exert further peer pressure.

    2. Take the Offensive. Take control of the situation by putting the other person on the defensive. Example: If you were truly my friend, you wouldn't put so much pressure on me to do this.

    3. Refuse to Discuss. Walk Away (if possible).

    Have students generate role-play vignettes and utilize the three steps of assertiveness to handle stress caused by peer pressure. Give students the opportunity to present role-play vignettes to class. The teacher facilitates by stopping the role-play from time to time and asks the class to make comments. Video-tape.

Supplemental Activities

1. Use age-appropriate activities from Coping (Good Apple series.)

GRADES 5-12

STRESS SCALE*

This exercise will help you measure how much stress you have had *during the last year*. It will also show you how important other people can be in helping you deal with stress. New medical studies show that people who have close friends and family have less mental and physical illness than people who try to go it alone. Friends and family can be good medicine!

Circle each stress event that happened to you *within the last 12 months*. On the items that are starred (*), circle it only if it happened more than twice during the year. Then add the scores for each item you circled and put the total on the line.

PERSONAL

(9) Serious injury or illness

(9) Alcohol, drug or emotional problem

(4) Death of close friend

(2) Trouble with friends or neighbors*

EDUCATION

(4) Skipped a grade, stayed back a grade

(4) Changed schools

(2) Trouble with teacher or class subject*

FAMILY

(10) Death of parent or immediate family member

(8) Divorce of parents

(6) Parents separate or get back together

(6) New stepmother or stepfather

(4) Serious illness or injury of family member

(4) Birth or adoption of sister or brother

(4) New stepbrother or stepsister

(4) Family arguments*

(4) Brother or sister leaves home

(4) Relative moves into household

(4) Moved to new house

STRESS TOTAL _____

* Adapted from Mental Health: The Youth Award Handbook, by the Mental Health Association, Los Angeles County, 1982

IF YOUR STRESS LEVEL SCORE IS

Less than 10:	You have a low stress level. You have few stressors with which to deal.
10-15:	You have a moderate (or medium) stress level. There has been a lot of change in your life.
16 or more:	You have a high stress level and there have been major adjustments in your life. This type of stress is harmful, especially if it lasts a long time.

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